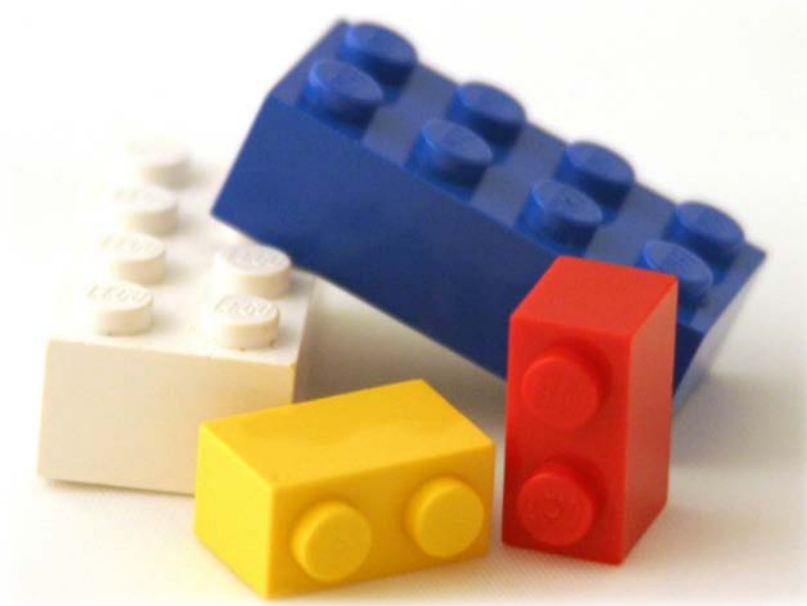


Linguistic Legos: Building Proficiency by Scaffolding Language Learning



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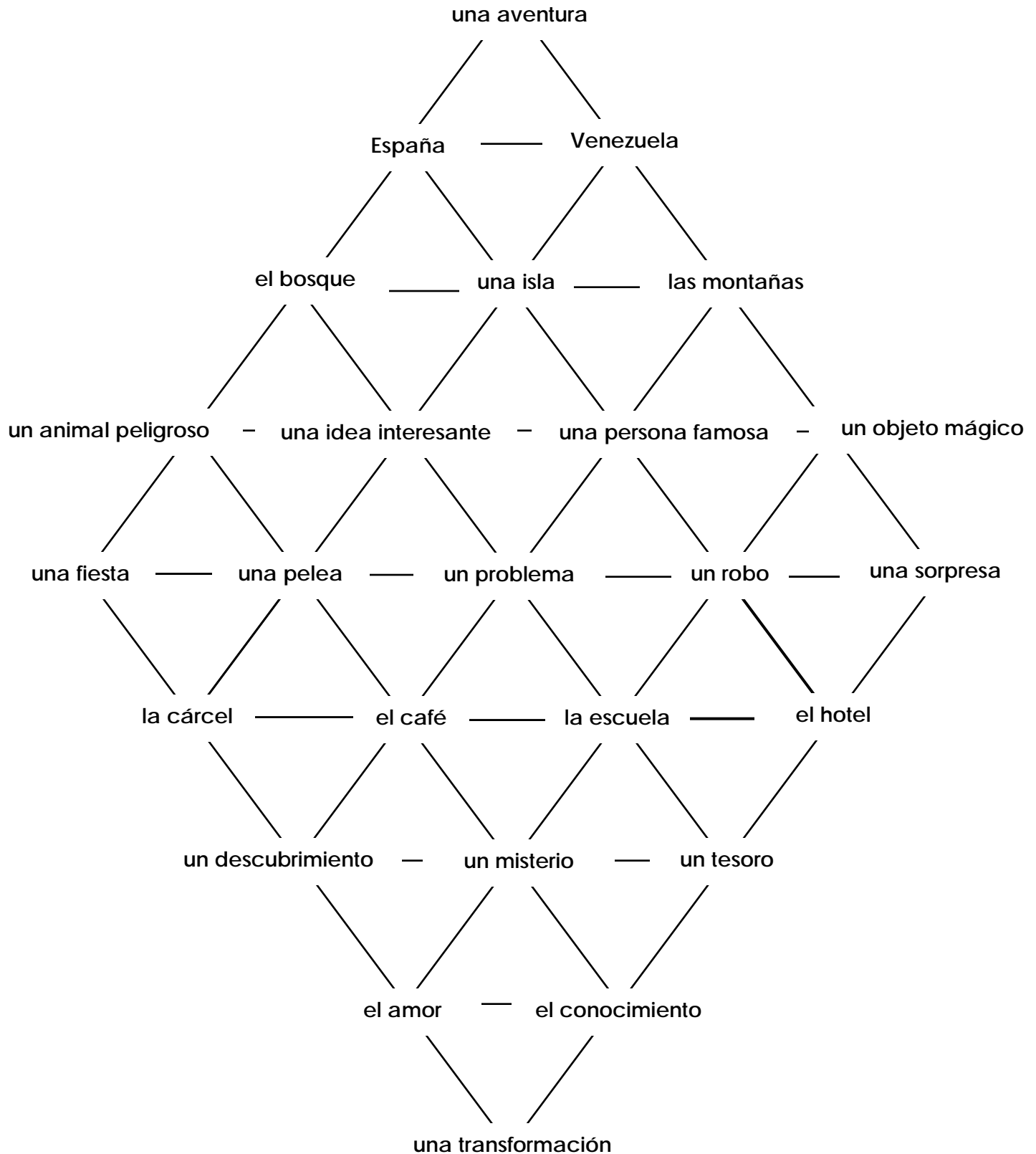
Image: Terry Eaton



<http://scaffoldingwl.wikispaces.com>



Guided Story Choice Web



Planning for Proficiency:
 Content → Critical Thinking → Communication
(Interpretive) (Interpersonal) (Presentational)

TASKS		TALK		
Lesson Phases	Disciplinary Content	Academic Language	Language for the Task	Social Language
Pre-reading				
During Reading				
Post-reading				

Can Do Statement:

Formative Assessment:

2

Strategies for Scaffolding Reading

Scaffolding Texts <i>(Products, Practices, Perspectives)</i>	Key Principles	Scaffolding Text Structure	Scaffolding the Reading Process
<p>Goals:</p> <ul style="list-style-type: none"> ❑ Construct a clear path through the text ❑ Guide attention to main ideas and important details (formatting) ❑ Help learners make decisions (informational sign posts) ❑ Ensure safety and success in overcoming obstacles (scaffolding) ❑ Help learners engage with the text <ul style="list-style-type: none"> • Comprehend → Meaning of text (literal, figurative, for self, for society) • Discuss → Global Issues & Social Problems • Critically Interpret → Culture • Apply → Disciplinary Content • Leverage → Language Patterns • Share → Learning & Opinions 	<ol style="list-style-type: none"> 1) Activate prior knowledge and experiences 2) Build conceptual and cultural background knowledge 3) Connect to students' personal lives 4) Develop scaffolding to help students overcome difficult sections 5) Engage students with the content of the text 6) Format the text to improve comprehension 7) Give students pre-, during, and post-activities 8) Have students make multiple passes through the text for different purposes 	<ul style="list-style-type: none"> • Format the text: <ul style="list-style-type: none"> ○ Divide it into smaller, more manageable chunks ○ Increase the font size ○ Double-space between sentences & paragraphs ○ Bold main ideas ○ Highlight and color code important language patterns ○ Add headings, titles, or captions to long passages for orientation • Add Features to the Text: <ul style="list-style-type: none"> ○ Hints regarding genre ○ Images that clarify meaning ○ Links or QR codes to related texts ○ Paraphrases of main points ○ Opportunities to DO something at strategic points (Create, make a personal connection, reflect, summarize, tell a partner something) 	<ul style="list-style-type: none"> • Engage students with pre, during, post-reading activities • Read a simpler text first that exposes students to conceptual or cultural content, language patterns, or vocabulary • Read multiple texts on topic • Focus on main ideas, then details, then implications • Teach reading strategies • Use activity protocols <p>Scaffolding Engagement</p> <p><i>Extract information for a purpose</i></p> <ul style="list-style-type: none"> • Annotate the text • Ask questions • Categorize • Compare and contrast • Highlight words you know • Identify main ideas • Illustrate • Locate important details • Match pictures to sentences • Note comprehension (✓, ?, !, ♥) • Paraphrase or summarize • Predict (Y/N, Word Splash) • Sequence main ideas, ¶s • Write headings or titles

Planning Menu for Reading Activities

<p>Culturally Authentic “Texts” (Products, Practices, Perspectives)</p> <ul style="list-style-type: none"> • Ads or Commercials • Art, Images, Photos, or Pictures • Brochures or Flyers • Cartoons, Comics, & Graphic Novels • Children’s Books • Documentaries or Newscasts • Games, Jokes, or Puzzles • Guest Speakers • Infographics or Results from a Survey • Interviews • Magazine or Newspaper Articles • Movie Trailers or “Shorts” • Music, Audio Books, Radio Stories • Online (blogs, e-mails, websites) • Proverbs, Quotes, Tongue Twisters • Realia (Programs, Receipts, Tickets) • Short Stories, Plays, or Poems • Video Clips 	<p>Ways to Read a Text</p> <ul style="list-style-type: none"> • Describe & Draw • Hear/Say • I Have. . ., Who Has? • Inside/Outside Circles • Jigsaw (Read & Retell) • Recording Studio (Audacity) • Read & Respond (✓, ?, !, ♥) • Roll & Retell, Roll a Topic • Say Something (Sentence Stems) • Story Switches • Table Tents <p>Reading Activities</p> <ul style="list-style-type: none"> • Analogize, Analyze, Infer, Predict, or Problem-Solve • Categorize, Prioritize, Sequence, Sort, or Unscramble Text • Chart, Checklist, Concept Map, Draw, Graph, Illustrate, Infographic, Map, Venn Diagr. • Compare/Contrast • Evaluate (The 4 As Protocol) • Grab-a-Word/Picture • Highlight Cognates, Known Words • Inductive Grammar • Reciprocal Strategies Wksheet • Save the Last Word for Me • Scavenger Hunt (Another ex.) • State, Support, Justify, Defend Opinions • Text Rendering Protocol 	<p>Collaboration (Activity Structures)</p> <p>Individual Pairs Groups Whole Class</p> <p>Word ♦ Phrase ♦ Sentence ♦ Strings of Sentences ♦ Paragraph ♦ Connected Paragraphs ♦</p> <p>Language for Classroom Collaboration</p> <ul style="list-style-type: none"> • Affinity Diagram (Example) • Carrousel Walk (Feedback Carrousel) • Contextual Inquiry • Focus Groups • Four Corners • Games (Tell Me About) • Human Graphing (Ex 1, Ex 2) • Inside/Outside Circles • Interviews • Jigsaw • Learning Centers • Mixers • Paired Activities (Info. Gap) • Peer Feedback Worksheet • Problem-solving Tasks • Reciprocal/Power Teaching • Role Plays, Simulations, or Skits • Roll a Story • Scavenger Hunts • Show & Tell • Signature Searches • Snowballs • Stand When You Hear... • Story Squares • Surveys or Questionnaires • Think-Pair-Share 	<p>Technology</p> <p>Brainstorming</p> <ul style="list-style-type: none"> • Padlet or Popplet • TitanPad • Tricider <p>Creating Products</p> <ul style="list-style-type: none"> • Canva, Infogr.am, Venngage • Edublogs • Glogster or Mixbook • Issuu • Letterpop • MakeMyNewspaper • Motivator • Simplebooklet or Smore • Storybird • StoryboardThat • Timetoast or Capzles • ToonDoo • Weebly, Wix, Wikispaces <p>Gathering & Analyzing Info.</p> <ul style="list-style-type: none"> • BlendSpace or Wikispaces • Gliffy or Mindomo • Google Forms or Wufoo • PollEverywhere or Survey Monkey • Thinglink <p>Interviewing</p> <ul style="list-style-type: none"> • Appear.in • Audacity or Vocaroo • ChatWing • Google Hangouts or Skype • Voicethread or Voki
<p>Checks for Understanding</p> <ul style="list-style-type: none"> • ABC Boxes, ABC Summary, or Acrostic • Blog, Discussion Forum, or Journal • Closure Activities • Foldables or Graphic Organizers • Gimme 5 • PearDeck • Popcorn • 3-2-1 or Exit Tickets • Total Physical Response (TPR) • Wows, Wishes, & Words of Wisdom 			

Purposes of **Pre-reading**

Activate students' prior knowledge and experiences

Build background knowledge to prepare students for the content of the text

- Conceptual
- Cultural
- Language Patterns (Grammar)
- Vocabulary

Capture students' attention and interest

Develop schema to help students' brains organize information

Establish a purpose for reading

Purposes of **During Reading**

Apply reading strategies

Break up (scaffold) the text

Critically process the content/meaning of the text

Develop interpersonal communication skills

Evaluate and support comprehension

Purposes of **Post-reading**

Analyze text

Briefly summarize text

Consolidate and organize information to improve memory

Develop syntheses of information

Extend learning through application, creative production, interpersonal communication, and evaluation

Possible Pre-, During, & Post-Reading Activities

Pre-Reading Activities

- [ABC Brainstorm](#)
- [Anticipation Guide](#)
- [Associogram](#)
- Cloze Passages
- Comparisons
- [Concept Definition Map](#)
- Describe & Draw
- [Games](#) (Charades, Taboo, \$20,000)
- Gouin Series
- Highlight words they KNOW
- [Inquiry Chart](#)
- [Inside/Outside Circles](#)
- Journals
- [KWL Chart \(Modified\)](#) or [Inquiry Chart](#)
- Magic Box
- Mystery Picture
- Opinionnaire/Survey
- Predict the Text with Pictures
- Predictions
- [Questioning](#)
- Read an Easier Text on Same Topic
- Sequencing
- Show & Tell
- Signal Cards
- [Total Physical Response \(TPR\)](#)
- Unscramble
- Video Clips or Slide Shows
- [Vocabulary Word Map \(Alternate version\)](#)
- What is the question?

During Reading Activities

Pause to participate:

- [Annotate](#) or Highlight
- Checklists
- Cloze Passages
- [Compare & Contrast](#)
- Dramatize
- Draw or Illustrate
- [Graphic Organizers](#)
- Journals
- Manipulatives
- Maps
- [Opinion/Proof](#)
- Paraphrase
- [QAR](#)
- [Reader Response](#)
- [Reading Comprehension Strategies](#)
- [Responding to Non-fiction Template](#)
- [Scavenger Hunt](#)
- [Selective Underlining](#)
- [Semantic Feature Analysis](#)
- Sequence
- Signal Cards
- [Sound Effects Read Aloud Activity](#) -
- [SQ4R](#)
- Subtitles
- [Text Rendering Protocol](#)
- [Think Aloud](#)
- [Think-Pair-Share](#)
- [Three-minute Pause](#)
- [Venn Diagram \(2, 3, with summary\)](#)
- [Vocabulary Word Map](#)

Post-Reading Activities

CHECK COMPREHENSION

- [Choose Your Own Reading Activity](#)
- [Games](#)
- [Interview the Text](#)
- [Reading Response Choice Boards](#)
- Self-assessments (I can . . .)
- [Sentence Starters for R. Response](#)
- Sequence Events from the Text
- [Three, Two, One](#)
- Write True/False Statements

ORGANIZE & SYNTHESIZE INFO.

- Cause and Effect Worksheet
- Character Comparisons/Maps
- [Graphic Organizers](#)
- [Pattern Puzzles](#)
- [Text Rendering Protocol](#)
- [Thesis/Proof](#)
- [Venn Diagram \(2, 3, w/ summary\)](#)

SUMMARIZE TEXT

- [ABC Brainstorm](#)
- Assemble Cut-up Summaries
- Checklist Retelling
- [Common Core Sentence Frames](#)
- Illustrate Key Passages of Text
- [Lesson Closure Frame](#)
- [Making Inferences](#)
- [Map the Story \(Story Pyramid\)](#)
- Read & Retell, [Roll & Retell](#)
- [Reciprocal Teaching](#)
- [Sum It Up \(Instructions\)](#)

Developing Academic Language

What is academic language?

"... the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts"

Jeff Zwiers,

Building Academic Language, 2008, p. 20.



Building Academic Language

- **Categories** (i.e. *Carnivores, Dairy, Perennials, Produce, Reptiles*)
- **Content-related Vocabulary** (*Congruent, Immigration, Photosynthesis, Stanza*)
- **Expand the Context** (*Self → Neighborhood → Community → Country → Culture → World*)
- **Focus on General Academic Language That Transfers Across Disciplines** (*Argument, Contribution, Convey, Evolve, Expansion, Generate, Network, Preserve*)
- **Mind Maps & Word Families** (*nourish, nutrients, nutrition, nutritious, malnourished*)
- **Progressively shift from concrete to abstract** (*My boyfriend → Affection;*)
- **Substitute Prepositional Phrases** (*to come back = to return; to give up = to surrender, to cut out = to excise*)
- **Teach Transitional Words & Phrases** (*By contrast, Consequently, Furthermore, However, Therefore*)
- **Use Technical Terms** (*Calibrate, cardiac, configure, contusion, pediatric, polymer*)

COMPONENTS OF ACADEMIC LANGUAGE

- **Complex Sentences**
- **Content-Specific Vocabulary**
- **Formal, Professional Language**
- **General Academic Language**
- **Specialized Vocabulary**
- **Transitions & Connecting Language**

Scaffolding Interpersonal Communication

How will you scaffold interpersonal communication to support the development of academic language and interculturality?

Interact

- Ask questions
- Request clarification
- Respond to someone else's comment
- Interrupt
- Rejoinders

Narrate & Describe

- State observations
- Provide descriptive details regarding events, people, places, things, and ideas
- Sequence information
- Indicate chronology

Compare & Contrast

- Identify items for comparison
- Determine inherent characteristics of each item
- Divide characteristics into categories
- Generate contrasting descriptions

Reflect & Interpret

- State & frame the issue
- Hypothesize re: observations
- Support & justify opinion w/ explanation & evidence
- Defend: With relevant info., logical arguments

Possible Scaffolds:

- Formatting
- Graphic Organizers
- Pre-speaking Activities
- Processes & Protocols
- Sentence Frames/Starters
- Word Banks & Word Walls